


## Genre Connections

### Lesson Preparation

Daily Lesson 9	READING	
	TEKS	Ongoing TEKS
	E1.Fig19A,B E1.8A E1.9A,C E1.15Ci	E1.1A,B,E E1.5C E1.15Cii
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Authors choose structure to convey information and enhance understanding.</li> <li>Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres.</li> </ul> <p>— How do authors develop informational text?</p> <p>— What connections can be made within and across genres?</p>	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Controlling idea</li> <li>Organizational pattern</li> <li>Summary</li> <li>Connection</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Teacher Reader's Notebook (1)</li> <li>Short expository text (1 per student)</li> <li>Literary texts from Daily Lessons 1-5</li> <li>Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>		
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Select a short expository text and provide background information as needed.</li> </ol>	
<b>Background Information</b>	 Students will need access to the literary texts read in Daily Lessons 1-5. Prepare accordingly. <b>UNDERDEVELOPED CONCEPT:</b> Reading to obtain information and writing to inform are basic requirements of daily life for most adults. Advanced levels of reading informational text require continual instruction and scaffolding. <b>Controlling idea: The main point or underlying direction of a piece of writing. A controlling idea makes a reader ask a question that will be answered by reading more or helps the reader understand the author's purpose for writing the paragraph or essay.</b> This Instructional Routine assesses Performance Indicator: <i>"Write multiple brief reflections to make connections within and across genres (e.g., literary-literary, informational-informational, and literary-informational). Provide textual evidence to support ideas."</i>	
<b>Teacher Notes</b>	For Daily Lessons 9-11, students will need two short expository texts and one short persuasive text on the same topic which have different perspectives. Plan accordingly.	



## Instructional Routines

### READING

Daily Lesson 9	
<b>Duration and Objective</b>	Suggested Duration: 50-60 min.  Content Objective: Students summarize an expository text and make literary-informational text connections.
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Ask: <b>How does informational text differ from literary text?</b> Discuss responses.</li> <li>2. Introduce topic of selected expository text and have students <b>Quick Write</b> in the Reader's Notebook any prior knowledge they have on the topic. Share responses and provide background information as needed.</li> <li>3. Read aloud the selected expository text. Ask: <b>What is the controlling idea and author's purpose in this text?</b> Discuss responses.</li> <li>4. Ask: <b>How does the organizational structure support the author's purpose?</b> Discuss responses.</li> <li>5. Display prompt: <b>What connections can be made between this informational text and any of the literary texts studied earlier in this unit?</b> Discuss connections that can be made – textual, personal, and world. Model making a connection, using text evidence as support.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Students summarize the main details of an expository text.</li> <li>2. Students write a reflection in the Reader's Notebook showing a connection between informational text and literary text, using text evidence from both as support.</li> </ol>
<b>Closure</b>	1. Ask: <b>What connections can be made between literary and informational text?</b> Discuss responses.